

## Chief Reader Report on Student Responses:

### 2022 AP<sup>®</sup> Latin Free-Response Questions

|                             |            |       |      |
|-----------------------------|------------|-------|------|
| • Number of Students Scored | 4,832      |       |      |
| • Number of Readers         | 29         |       |      |
| • Score Distribution        | Exam Score | N     | %At  |
|                             | 5          | 539   | 11.2 |
|                             | 4          | 776   | 16.1 |
|                             | 3          | 1,439 | 29.8 |
|                             | 2          | 1,198 | 24.8 |
|                             | 1          | 880   | 18.2 |
| • Global Mean               | 2.77       |       |      |

The following comments on the 2022 free-response questions for AP<sup>®</sup> Latin were written by the Chief Reader, Jennifer Sheridan Moss, Associate Professor, Wayne State University. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

## Question 1

**Task:** Vergil Translation

**Topic:** *Aeneid* 1 184–188

**Max Score:** 15

**Mean Score:** 6.96

### ***What were the responses to this question expected to demonstrate?***

Responses were expected to demonstrate knowledge and facility with Latin vocabulary, Latin morphology, Latin grammar and syntax, and the differences between Latin and English usage that make translating a Latin passage challenging.

### ***How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?***

- Responses to Question 1 demonstrated that students were familiar with the required reading for this section of the syllabus (*Aeneid* Book 1).
- Responses to Question 1 demonstrated that, on average, students were able to apply their knowledge and facility with Latin vocabulary, Latin morphology, and Latin grammar and syntax to produce literal translations of this passage.

### ***What common student misconceptions or gaps in knowledge were seen in the responses to this question?***

| <i>Common Misconceptions/Knowledge Gaps</i>                                                                                                                                                                    | <i>Responses that Demonstrate Understanding</i>                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Subsection 3: students translated <i>navem</i> as plural or as if it were in the ablative case</li></ul>                                                               | <ul style="list-style-type: none"><li>• (He sees) no ship</li></ul>             |
| <ul style="list-style-type: none"><li>• Subsection 5: students did not render <i>hos</i> as the direct object of <i>sequuntur</i></li></ul>                                                                    | <ul style="list-style-type: none"><li>• The whole herd follows them</li></ul>   |
| <ul style="list-style-type: none"><li>• Subsection 8: students translated <i>longum</i> as if it modified <i>valles</i></li></ul>                                                                              | <ul style="list-style-type: none"><li>• The long herd grazes</li></ul>          |
| <ul style="list-style-type: none"><li>• Subsection 10: students gave the wrong definition for <i>constitit</i></li></ul>                                                                                       | <ul style="list-style-type: none"><li>• He stopped</li></ul>                    |
| <ul style="list-style-type: none"><li>• Subsection 13: students translated <i>corripuit</i> as present tense</li></ul>                                                                                         | <ul style="list-style-type: none"><li>• He snatched</li></ul>                   |
| <ul style="list-style-type: none"><li>• Subsection 15: students did not render <i>quae</i> as modifying <i>tela</i> and/or did not translate <i>quae tela</i> as the direct object of <i>gerebat</i></li></ul> | <ul style="list-style-type: none"><li>• Which weapons he was carrying</li></ul> |

**Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?**

- Throughout the school year, students should receive ample practice in literal translation, and teachers should assess their work with the same precision required on the AP exam.
- On the day of the exam, students should mark the words in the passage that are glossed so that they can use those glosses to their full advantage.
- At the end of the exam, students should be encouraged to proofread their work, making sure that they have accounted for every word in the passage and that they have double-checked the tense, voice, and mood of the verbs as well as the case and number of nouns.

**What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?**

AP Classroom contains several free-response Vergil translation questions with scoring guidelines that mimic those used on the AP Latin exam:

- Formative free-response translation questions with *Aeneid* Book 1 passages (accessible from the Unit 1 tab in AP Classroom):
  - Unit 1 Topic Question, “Vergil Translation”
  - Unit 1 Progress Check: FRQ Part A, Question 1
- Summative free-response translation questions with *Aeneid* Book 1 passages (accessible using the Question Bank search function in AP Classroom):
  - *Aeneid* 1.65–69 – Juno’s offer to Aeolus
  - *Aeneid* 1.87–91 – A storm at sea
  - *Aeneid* 1.124–130 – Neptune’s arrival
  - *Aeneid* 1.148–152 – Neptune calms the seas
  - *Aeneid* 1.360–364 – Dido’s escape
  - *Aeneid* 1.522–526 – Ilioneus’ plea to Dido
  - *Aeneid* 1.544–548 – Ilioneus praises Aeneas
- All summative free-response translation questions covering *Aeneid* syllabus readings (accessible using the Question Bank search function in AP Classroom):
  - Search using all the following filters:
    - Assessment Purpose and Source: Summative
    - Stimulus Text Type: Vergil
    - Question Type: FRQ: Translation
- Summative free-response *Aeneid* translation questions on the three full-length practice exams (accessible via the “Assessments” tab in the Question Bank):
  - 2012 Practice Exam FRQ: Question 1
  - 2018 Practice Exam FRQ: Question 1
  - 2020 Practice Exam FRQ: Question 1

## Question 2

**Task:** Caesar Translation

**Topic:** *Bellum Gallicum* 1.3

**Max Score:** 15

**Mean Score:** 7.00

***What were the responses to this question expected to demonstrate?***

Responses were expected to demonstrate knowledge and facility with Latin vocabulary, Latin morphology, Latin grammar and syntax, and the differences between Latin and English usage that make translating a Latin passage challenging.

***How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?***

- Responses demonstrated that the students were familiar with the required reading for this section of the syllabus (*Bellum Gallicum* Book 1).
- Responses demonstrated that, on average, students were able to apply their knowledge and facility with Latin vocabulary, Latin morphology, and Latin grammar and syntax to produce literal translations of this passage.

***What common student misconceptions or gaps in knowledge were seen in the responses to this question?***

| <i>Common Misconceptions/Knowledge Gaps</i>                                                                                                   | <i>Responses that Demonstrate Understanding</i>                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Subsections 1 &amp; 2: students read the first two chunks as composing an ablative absolute</li></ul> | <ul style="list-style-type: none"><li>• Persuaded and moved by this state of affairs and by the authority of Orgetorix</li></ul> |
| <ul style="list-style-type: none"><li>• Subsection 8: students mistranslated <i>carrorum</i></li></ul>                                        | <ul style="list-style-type: none"><li>• Of wagons/carts</li></ul>                                                                |
| <ul style="list-style-type: none"><li>• Subsection 10: students gave the wrong definition of <i>suppeteret</i></li></ul>                      | <ul style="list-style-type: none"><li>• (A supply of grain) would be at hand</li></ul>                                           |

***Based on your experience at the AP<sup>®</sup> Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?***

- Throughout the school year, students should receive ample practice in literal translation, and teachers should assess their work with the same precision required on the AP exam.
- Teachers should also devote time to reviewing the major elements of Caesar's prose style and the most advanced constructions that appear frequently in Caesar. Students should practice identifying and translating ablatives absolute, participles, and indirect statements.
- Students should take full advantage of the glosses, which provide not only the dictionary meaning, but also the declension identifier for nouns and the conjugation identifier for verbs.

**What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?**

AP Classroom contains several free-response Caesar translation questions with scoring guidelines that mimic those used on the AP Latin exam:

- Formative free-response translation questions with *Bellum Gallicum* Book 1 passages (accessible from the Unit 2 tab in AP Classroom):
  - Unit 2 Topic Question, “Caesar Translation”
  - Unit 2 Progress Check: FRQ Part A, Question 1
- Summative free-response translation questions with *Bellum Gallicum* Book 1 passages (accessible using the Question Bank search function in AP Classroom):
  - *Gallic War* 1.3–4 – Failure of conspiracy
  - *Gallic War* 1.6 – Two routes out of Helvetian territory
  - *Gallic War* 1.7 – Parley with Helvetians
- All summative free-response translation questions covering *Bellum Gallicum* syllabus readings (accessible using the Question Bank search function in AP Classroom):
  - Search using all the following filters:
    - Assessment Purpose and Source: Summative
    - Stimulus Text Type: Caesar
    - Question Type: FRQ: Translation
- Summative free-response *Bellum Gallicum* translation questions on the three full-length practice exams (accessible via the “Assessments” tab in the Question Bank):
  - 2012 Practice Exam FRQ: Question 2
  - 2018 Practice Exam FRQ: Question 2
  - 2020 Practice Exam FRQ: Question 2

### Question 3

**Task:** Analytical Essay

**Topic:** *Aeneid* 4 173–176, 184–195 and *Bellum Gallicum* 5.41

**Max Score:** 5

**Mean Score:** 2.55

***What were the responses to this question expected to demonstrate?***

Responses were expected to demonstrate clear and coherent arguments about Latin texts and Roman culture, overall comprehension of Latin readings in the course syllabus, and analysis of the effects of language usage and stylistic features in Latin texts.

***How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?***

- Responses demonstrated that the students were familiar with the required readings for these sections of the syllabus (*Aeneid* Book 4 and *Bellum Gallicum* Book 5)
- Responses demonstrated that, on average, students were able to apply their knowledge of the course readings and their overall translation skills to develop well-articulated arguments about these Latin passages.

***What common student misconceptions or gaps in knowledge were seen in the responses to this question?***

| <i>Common Misconceptions/Knowledge Gaps</i>                                                                                                                                                                                                                                                             | <i>Responses that Demonstrate Understanding</i>                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Students recognized certain features of each passage (<i>Fama</i> in passage A; a meeting of generals in passage B) and then confused these with similar passages, or they described parts of each work that were not included in the Latin provided.</li></ul> | <ul style="list-style-type: none"><li>• An argument supported by the Latin provided in the prompt</li></ul>                          |
| <ul style="list-style-type: none"><li>• Students tried to compare and contrast the two passages although the prompt did not ask for that type of analysis.</li></ul>                                                                                                                                    | <ul style="list-style-type: none"><li>• An essay that utilizes the Latin to support an argument as described in the prompt</li></ul> |

***Based on your experience at the AP<sup>®</sup> Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?***

- Teachers should encourage students to read and translate the Latin in both passages before they outline their essay. In doing so, they can tie their arguments to specific citations in the Latin passages. Citing only individual words is rarely the basis for meaningful analysis, and students should be reminded that they need to grapple with significant sections of the Latin, and the nuances therein, to attain the higher scores on this question.

- Although reference to stylistic devices and word order can enhance a particular argument, students should avoid basing their entire analysis on them. Instead, they should focus on what is happening in the passages and the specific Latin citations that help to decipher the specific details of these cases of transmission of crucial information.

***What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?***

AP Classroom contains several free-response analytical essay questions with scoring guidelines that mimic those used on the AP Latin exam:

- Formative free-response translation questions (accessible from the Unit tabs in AP Classroom):
  - There is one analytical essay Topic Question per Unit. Questions for Units 1 through 4 are based on a single passage, while questions for Units 5 through 8 ask students to compare two passages.
  - There is one analytical essay on the Progress Check for each Unit, each labeled FRQ Part B. These questions progress in length and complexity in the same manner as the Topic Questions.
- All summative free-response analytical essay questions (accessible using the Question Bank search function in AP Classroom):
  - Search using all the following filters:
    - Assessment Purpose and Source: Summative
    - Question Type: FRQ: Analytical Essay
    - Optional search filter—Exam Alignment: Use the search filter “High” to find questions that correspond to the current exam format. Use the search filter “Partial” to find questions that use older exam formats. These either tend to be shorter (useful for quick practice or formative assignments) or use a slightly different scoring rubric (check the “Question Scoring and Details” side bar in the question preview window).
- Summative free-response analytical essay questions on the three full-length practice exams (accessible via the “Assessments” tab in the Question Bank):
  - 2012 Practice Exam FRQ: Question 3
  - 2018 Practice Exam FRQ: Question 3
  - 2020 Practice Exam FRQ: Question 3

## Question 4

**Task:** Vergil Short Answer

**Topic:** *Aeneid* 6 388–397

**Max Score:** 8

**Mean Score:** 2.88

***What were the responses to this question expected to demonstrate?***

Responses were expected to demonstrate overall comprehension of passages on the course syllabus, knowledge of Latin vocabulary in context, identification of grammatical constructions, knowledge of parts of the *Aeneid* read in English translation, and accurate scansion of dactylic hexameter.

***How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?***

- Responses demonstrated that students were familiar with the required reading for this section of the syllabus (*Aeneid* Book 6).
- Responses demonstrated that, on average, students were able to demonstrate clear comprehension of the passage, scan dactylic hexameter accurately, recognize Latin vocabulary and Latin grammatical constructions in context, and answer questions about parts of the *Aeneid* not read in Latin.

***What common student misconceptions or gaps in knowledge were seen in the responses to this question?***

| <i>Common Misconceptions/Knowledge Gaps</i>                                                                                                                                                         | <i>Responses that Demonstrate Understanding</i>                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Subsection 1: students mistranslated both words in this segment</li></ul>                                                                                   | <ul style="list-style-type: none"><li>• Stop walking</li></ul>             |
| <ul style="list-style-type: none"><li>• Subsection 5: students seemed not to understand the word <i>dominam</i>, although they did understand that the question related to the Underworld</li></ul> | <ul style="list-style-type: none"><li>• Persephone or Proserpina</li></ul> |
| <ul style="list-style-type: none"><li>• Subsection 6: students were unable to identify the appropriate character</li></ul>                                                                          | <ul style="list-style-type: none"><li>• Palinurus</li></ul>                |

***Based on your experience at the AP<sup>®</sup> Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?***

- Throughout the academic year, students should be given ample practice in this type of question and the types of skills it assesses. Teachers should ask their students reading comprehension questions after they translate a particular passage from the syllabus. They should also have their students identify the major grammatical constructions found in that same passage.
- In addition, teachers should make sure that they familiarize their students with the principles of scanning dactylic hexameter and that frequent assessment of this skill is woven into their syllabi.



**What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?**

AP Classroom contains several free-response Vergil short answer questions with scoring guidelines that mimic those used on the AP Latin exam:

- Formative free-response short answer questions with *Aeneid* Book 6 passages (accessible from the Unit 8 tab in AP Classroom):
  - Unit 8 Topic Question, “Vergil Short Answer”
  - Unit 8 Progress Check: FRQ Part A, Question 2
- Summative free-response short answer questions with *Aeneid* Book 6 passages (accessible using the Question Bank search function in AP Classroom):
  - *Aeneid* 6.417–423 – Cerberus
  - *Aeneid* 6.458–464 – Aeneas in the Underworld
  - *Aeneid* 6.847–853 – Name the speaker of these words.
  - *Aeneid* 6.886–892 – Aeneas learns about the future
  - *Aeneid* 6.878–886 – Marcellus the younger
  - Partial alignment:
    - *Aeneid* 6.860–866 – Aeneas sees someone important. (also broken into 2 separate questions for quick practice or formative purposes).
    - *Aeneid* 6.888–892 – Anchises speaks. (also broken into 3 separate questions for quick practice or formative purposes).
- All summative free-response short answer questions covering *Aeneid* syllabus readings (accessible using the Question Bank search function in AP Classroom):
  - Search using all the following filters:
    - Assessment Purpose and Source: Summative
    - Stimulus Text Type: Vergil
    - Question Type: FRQ: Short Answer
- Summative free-response *Aeneid* short answer questions on the three full-length practice exams (accessible via the “Assessments” tab in the Question Bank):
  - 2012 Practice Exam FRQ: Question 4
  - 2018 Practice Exam FRQ: Question 4
  - 2020 Practice Exam FRQ: Question 4

## Question 5

**Task:** Caesar Short Answer

**Topic:** *Bellum Gallicum* 4.30

**Max Score:** 7

**Mean Score:** 2.64

***What were the responses to this question expected to demonstrate?***

Responses were expected to demonstrate overall comprehension of the passages on the course syllabus, knowledge of Latin vocabulary in context, identification of specific grammatical constructions, identification of specific references to Roman culture, and knowledge of parts of *Bellum Gallicum* that relate to this text.

***How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?***

- Responses demonstrated that students were familiar with the required reading for this section of the syllabus (*Bellum Gallicum* Book 4).
- Responses demonstrated that, on average, students were able to demonstrate clear comprehension of the passage, recognize Latin vocabulary in context and Latin grammatical constructions, and answer questions about other parts of *Bellum Gallicum*.

***What common student misconceptions or gaps in knowledge were seen in the responses to this question?***

| <i>Common Misconceptions/Knowledge Gaps</i>                                                                                 | <i>Responses that Demonstrate Understanding</i>                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Subsection 3: students did not know how to render the supine <i>factu</i></li></ul> | <ul style="list-style-type: none"><li>• To do</li></ul>                                                                                                                         |
| <ul style="list-style-type: none"><li>• Subsection 5: students did not understand what the Gauls hoped to achieve</li></ul> | <ul style="list-style-type: none"><li>• To defeat the Romans OR to keep the Romans from returning/escaping OR to keep anyone from crossing to Britain to attack again</li></ul> |
| <ul style="list-style-type: none"><li>• Subsection 6: students could not identify the queen</li></ul>                       | <ul style="list-style-type: none"><li>• Boudicca</li></ul>                                                                                                                      |

***Based on your experience at the AP<sup>®</sup> Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?***

- Throughout the academic year, students should be given ample practice with this type of question and the types of skills it assesses. Teachers should ask their students reading comprehension questions after they translate a particular passage from the syllabus. They should also have their students identify the major grammatical constructions found in that same passage.

**What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?**

AP Classroom contains several free-response Caesar short answer questions with scoring guidelines that mimic those used on the AP Latin exam:

- Formative free-response short answer questions with *Bellum Gallicum* 4 passages (accessible from the Unit 4 tab in AP Classroom):
  - Unit 4 Topic Question, “Caesar Short Answer”
  - Unit 4 Progress Check: FRQ Part A, Question 2
- Summative free-response short answer question with a *Bellum Gallicum* Book 4 passage (accessible using the Question Bank search function in AP Classroom):
  - *Gallic War* 4.25 – In line 1 (*Atque ... maris*), why ...
- All summative free-response short answer questions covering *Bellum Gallicum* syllabus readings (accessible using the Question Bank search function in AP Classroom):
  - Search using all the following filters:
    - Assessment Purpose and Source: Summative
    - Stimulus Text Type: Caesar
    - Question Type: FRQ: Short Answer
- Summative free-response *Bellum Gallicum* short answer questions on the three full-length practice exams (accessible via the “Assessments” tab in the Question Bank):
  - 2012 Practice Exam FRQ: Question 5
  - 2018 Practice Exam FRQ: Question 5
  - 2020 Practice Exam FRQ: Question 5